

**EXPLORING EFL STUDENTS' CHALLENGES ON THE USE OF AUDIO-VISUAL AIDS IN LISTENING COURSES: A SURVEY STUDY**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education**



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## STATEMENTS WORKS OF ORIGINALITY

I declare that this test was carried out by myself without the intervention of others except those cited in the quotation and references as scientific papers should.

Yogyakarta, 02 Juni 2024



Kemal Athallah Candraputra

20322069

## **MOTTO**

*"Life is a choice, when you don't choose it is your choice."*

*- Monkey D. Luffy*

## **DEDICATION**

during this lecture there were many new things and new experiences that were experienced while here, ranging from sad to happy experiences. From this experience I learned many things that were not taught on campus, from these lessons I learned that where we have to accept something that is not my will, we must be more patient in living the life that has been determined by Allah SWT, and we must always look down because there are many people are not as lucky as us. At this moment I want to thank you for the hard work I have done so far, in this process my parents have always accompanied me, without them I would not have been able to come this far, thank you very much, father and mother for always supporting me.

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# **EXPLORING EFL STUDENTS' CHALLENGES ON THE USE OF AUDIO-VISUAL AIDS IN LISTENING COURSES: A SURVEY STUDY**

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## **ABSTRACT**

This research aims to investigate undergraduate students listening challenges in the use of audio-visual aids at a private university in Yogyakarta, Indonesia. This study uses quantitative research in the form of a survey study. The questionnaire of this study is adapted from (Diora & Rosa, 2020; Al Jawad, 2021), which consists of 26 statements. The respondents are from the English Language Education Department class of 2020 and are already taking a listening course, with a total of 84 respondents. The results of this study showed that students experienced difficulties in listening skills, and participants felt difficulty with different accents, speed of delivery, foreign words, and listening without using a script ( $M= 1.87$ ;  $SD= 0.704$ ). Apart from that, the causes of students experiencing difficulties in listening skills are feeling embarrassed to ask the lecturer, feeling embarrassed towards their friends around them when they cannot understand the material, and not focusing ( $M= 1.14$ ;  $SD= 0.350$ ). The findings imply that lecturers must adapt and improve listening material, provide new vocabulary knowledge to students, provide variations in language accents, improve their pronunciation from native speakers, build students' knowledge by providing the latest topics, provide several strategies in listening, and always provide motivation to students.

*Keywords: Audio-Visual, EFL, Listening comprehension, Survey Study*

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Background of the Study**

English listening skills are important as it allow learners to comprehend and communicate with the target language. According to Pourhosein & Seyedeh (2011), besides the four main areas of language skills, listening is the most important of all, and it has an important role in the communication process. However, some students still encounter challenges in improving their listening skills, such as recognizing stress and intonation, identifying unfamiliar vocabulary, and inferring meaning from context. To minimize the challenges, some educators select audio-visual aids to enhance students' listening skills. According to Guichon & McLornan (2008), Using images and audio simultaneously can improve comprehension by helping individuals capture additional information more clearly, including paralinguistic features such as dialect, mumbling, intonation, voice volume, speaking speed, whistling, and other nuances. Some studies suggest that audio-visual is one potential solution to improve English listening skills. A study from Bachman & Palmer (2010) states that authentic listening tasks, such as taking notes and responding to short answer questions, reflect many characteristics of the academic target language use (TLU) domain and can be effectively implemented in the classroom. In addition, audio-visual also enhances students' critical thinking, cultural awareness, and note-taking skills and enhances the

language learning experience. Previous studies provide useful insights into the use of audio-visual in classroom interaction.

Although audio-visual is a recommended media for improving listening skills, it still presents some limitations. According to Graham (2006), foreign language learners frequently report that their main listening difficulties stem from the rapid delivery of text, making it challenging to identify and recognize words within a continuous stream of input. Consequently, studies indicate that while various listening problems are associated with text, task, speaker, and listener factors, the most commonly cited issues are fast speech rates and unfamiliar vocabulary. The main reasons why the learners feel listening difficult are:

1. There is often a lack of effort to understand each word while listening, especially in L2 acquisition, where transferring L1 skills to a second language is challenging.
2. Failure or reluctance to gradually build up vocabulary significantly impacts listening skills and diminishes motivation in language acquisition.
3. Difficulties with different pronunciations and accents arise when listeners are accustomed to only one particular articulation.
4. A listener's concentration and listening stamina greatly influence their listening skills, unlike other language skills (reading, speaking, and writing), which are less affected even during extended periods.

5. Distractions from the physical environment pose additional challenges for average learners and significant obstacles for even proficient listeners.

Among students, this listening activity generally causes a sense of stress, because it involves interpersonal and interpretive communication in which the student must actively participate. Unlike other language skills, listening skills require the full power of the learner.

The majority of higher education students get their information through various inputs such as video, audio, text, animation, and so on. These media-based exercises are assessed for their effectiveness in enhancing students' ability to predict words, understand words, phrases, and sentences, and identify the speaker's intentions. Movies or films, as audio-visual media, are often utilized and deemed suitable by educators for inclusion in listening comprehension lessons. According to Farooq (2014) found that Using audio and visual-based media in learning can offer relevant examples of dialogues featuring slang, dialects, and everyday vocabulary. As a result, students can enhance their English listening skills, indirectly improving their instincts and abilities to listen in real-world contexts.

Furthermore, Liando et al., (2018) also suggest that frequent classroom practice suffices, and audio-visual media can effectively address learning beyond class. Films are exciting and loved by young people, so students learn through them without coercion outside the classroom. This will enhance their listening comprehension and practical skills outside of class. Learning listening also can be using Interactive

Multimedia; by using interactive multimedia learning materials, students can be motivated to learn because they can listen to audio, watch video, or view the text, animation, and graphics simultaneously. According to Ampa (2015), effective materials for learning, particularly for listening comprehension, tend to include engaging content. This refers to using media that combines text and video, effectively creating audio-visual-based materials.

This research would like to explore the challenges faced by undergraduate students in the English language education department at one of the Islamic universities in Yogyakarta in using audio-visual aids. Learners need to improve their listening skills by using audio-visual. It can help the learners to understand the world around us and is one of the necessary parts of making successful communication. Using some sort of media that we have, such as music and film, can help the learners enjoy learning and make it easier for them to understand the material presented by the teacher.

## **1.2. Identification of the Problem**

The identification of the problem within this thesis reveals certain limitations and potential areas of improvement that require attention, such as a lack of effort to understand each word while listening, Failure or laziness to build up their vocabulary gradually, and Listeners' problems with different pronunciations and accents.

### **1.3. Formulation of the Problem**

This research would like to explore the challenges faced by learners in using audio-visual aids; a research question is as follows: “What are students’ challenges on the use of audio-visual aids for listening courses?”.

### **1.4. Objective of the study**

This study aims to identify students’ challenges in using audio-visual aids for listening courses.

### **1.5. Significant of the study**

Theoretically, this study contributes to adding references to students’ challenges in using audio-visual aids for listening courses. Practically, the findings are expected to be a personal reflection for students in improving their listening strategies for future learning.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Listening Comprehension**

Listening comprehension in this study refers to Brown (1994), who stated that listening comprehension is a highly refined skill that requires a learner's attention to a battery of strategies for extracting meaning from texts. Moreover, Brown (1994) categorizes Listening Comprehension into six types, reactive, intensive, responsive, selective, extensive, and interactive (focus on skills). Reactive focuses on pronunciation drilling. This kind of listening performance requires little meaningful processing. Intensive is a technique that focuses on components such as phonemes, words, intonation, discourse markers, etc. Responsive is a significant proportion of classroom listening activity that consists of short stretches of teacher language designed to elicit immediate responses. Selective means the ability to find important information in a field of potentially distracting information. Extensive aims to develop a top-down, global understanding of spoken language. Extensive performance could range from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Interactive is integrating activities to facilitate more than one English skill.

Visuals, such as videos, photographs, and graphic representations of textual information (e.g., charts, graphs, infographics), are frequently utilized in language classrooms and are widely considered to support the teaching and learning of L2

listening (Flowerdew & Miller, 2016). For these reasons, among others many scholars of L2 listening have advocated for the use of videotexts not only in the classroom but also in language testing situations.

## **2.2. Review of relevant studies**

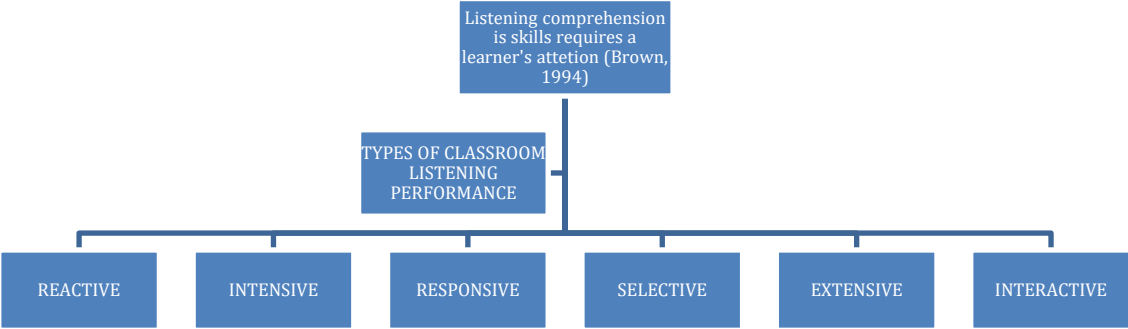
Some relevant studies showed that students' difficulties in listening comprehension include speech accents, foreign words, and speed (Purwanto et al., 2023). These difficulties can cause a reduction in understanding in English, from accents students are less familiar with other accents than American accents, from foreign words they lack knowledge of foreign words, one word can have many meanings if placed in a sentence, and speed if the speaker speaks too fast, students will have difficulty understanding the words being conveyed. they cannot control the speaker's speed, which can cause critical problems in listening comprehension.

In addition, Ramadhianti & Somba (2021) state that students face several challenges in listening comprehension. The first challenge is the length of the information conveyed, making it difficult for students to remember the details. Additionally, the speaker's speed can be problematic; if the speaker talks too fast, students may need help identifying or understanding the content. Finally, varying accents present another challenge. For instance, students accustomed to American accents may need help understanding speakers with English accents, leading to further comprehension issues.

Furthermore, Many students struggle with listening to long-spoken texts, leading to fatigue and a loss of concentration. This makes it difficult for them to grasp the meaning and understand new words. Consequently, students may skip parts of the text when they lose focus (Toni et al., 2021). According to Kaharudding & Naning (2014), the speed with which a speaker conveys a message plays an important role in auditory comprehension. Students often struggle when foreign speakers speak too quickly, causing them to lose concentration. In addition, when they encounter unfamiliar words, they pause to search for their meaning, thus disrupting their overall understanding of the content of the conversation. These studies are selected as relevant of the study because the findings of these studies are relevant to the challenges in listening comprehension

**2.3. Flow of reviewed literature**

*Figure 2.1. Flow of reviewed literature*



This study refers six types of listening performance: Reactive, Intensive, Responsive, Selective, Extensive, and Interactive. In each types have a different purpose in listening performance, first, Reactive is an interactive classroom is in brief choral or individual drills that focus on pronunciation. This kind of listening performance requires little meaningful processing. Second, Intensive is a Techniques whose only purpose is to focus on component (phonemes, words, intonation, discourse markers, etc.). Third, Responsive is a significant propotion of classroom listening activity consist of short stretches of teacher language designed to elicit immediate responses. Fourth, Selective is no to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Fifth, Extensive aims to develop a top-down, global understanding of spoken language. Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Last, Interactive is a intricately integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

## **CHAPTER 3**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This study employed a quantitative approach in a form of a survey study. Creswell (2012) stated that In quantitative research, investigators administer a survey to a sample or the entire population to describe the population's attitudes, opinions, behaviors, or characteristics. The researcher chooses a survey study to map students' challenges in using audio-visual aids for listening courses. Since the data is only categorizing challenges, the survey is a suitable method to collect data.

#### **3.2 Population Study**

According to Shukla (2020), the population is the unit on which the research findings can be applied. There are 84 active students from batch 2020 of English Language Education Department. The students were selected as respondents because they have passed all English skills courses, including listening course. Therefore, they have rich experience related to listening skills application.

#### **3.3 Data Collecting Techniques**

This subchapter elaborates on data collection techniques, focusing on instruments, validity, and reliability considerations.

### **3.3.1 Instrument**

According to Arikunto (2010), A data collection instrument is a selected tool utilized by researchers during data collection activities to ensure systematic data gathering and facilitate easier analysis. This study uses an online questionnaire, shared by using Google Forms, for collecting responses from respondents. The questionnaire was adapted from (Diora & Rosa, 2020; Al Jawad, 2021). The questionnaire titled "Students' Perspectives on Audio-Visual Aids in English Classes" by Al Jawad (2021) contains 6 items, while the questionnaire by Diora and Rosa (2020) titled "Students' Difficulties Related to Listening Material and Students' Difficulties Related to the Listener," comprises 25 items. The researcher utilized questionnaires from Al Jawad (2021) and Diora & Rosa (2020) because they aligned with the research objectives. Although originally designed for junior high school students, these questionnaires are also applicable to college students. However, some items were eliminated to ensure the consistency of the questions.

### **3.3.2 Validity**

In this study, the validity process involves ensuring construct validity by consulting all instruments with supervisors. This ensures alignment between theory and instrument and verifies that the questionnaire is clear and answerable (Brown, 1994). Researcher checked the questionnaire 31 by asking the supervisor. After checking all items, the researcher tested validity across all 84 participants. The researcher used Pearson Correlation from SPSS. After checking all items, researchers tested the validity

on 84 participants. Researchers found that there were 5 invalid data out of 31 data that had been provided. Thus, the data that the researchers used amounted to 26 valid data

### 3.3.3 Reliability

The researcher adapted the instrument from (Diora & Rosa, 2020; Al Jawad, 2021). the study used a descriptive-analytical approach, which involved collecting and analyzing data from EFL students through questionnaires. Cronbach's is used to determine the consistency of the instrument, with an acceptable score of 0.7 or more. The results of Cronbach's Alpha show 0.82, as presented in the table below.

Table 3.1 Reliability Statistic

Cronbach's	N of items
0,827	26

This means that the questionnaire is reliable and can be used as an instrument of this study.

### 3.4 Data Analysis Techniques

The questionnaire used in this study took 31 items from Diora & Rosa (2020) and Al Jawad (2021). The data processing tools utilized include Microsoft Excel from the Office 365 package and the computational analysis program IBM SPSS 25 (Statistical Package for the Social Sciences). Descriptive Statistics were used to present mean scores. The results are presented in a chart.

- a. Adapted questionnaire by Diora & Rosa (2020); Al Jawad (2021)
- b. Checked the validity and reliability of the questionnaire.
- c. Distributed the questionnaire to the respondents.
- d. Analyzed the results by describing the highest score of students' challenges on using audio-visual aids for listening courses. The data present mean score of each item. The tools of analyzing data are Microsoft Excel in Office 365 package and IBM SPSS 25 tools.

## CHAPTER 4

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings derived from the questionnaire, which investigated challenges related to the use of audiovisual aids in listening courses at a private university in Yogyakarta.

#### 4.1 Research Findings

The results consist of students' responses to the 26 statements regarding students' challenges with the use of audio-visual aids in listening (Diora & Rosa, 2020; Al Jawad, 2021). The data results are presented based on cumulative results and sorted from the highest to the lowest mean score.

Table 4.1 Students challenges on the use of audio-visual aids in listening

Item	Question	N	Mean	Std. Deviation
<b>2</b>	How is your performance in the EFL classes without audio-visual aids?	85	1.87	0.704
<b>24</b>	Do you find it difficult to quickly remember a word or phrase you have just heard?	85	1.60	0.493
<b>10</b>	Do you find it difficult to understand long conversations?	85	1.53	0.502
<b>1</b>	Are you satisfied with the use of audio-visual aids in the EFL classes?	85	1.53	0.525
<b>26</b>	Do you find it difficult to listen without a transcript?	85	1.51	0.503

<b>17</b>	Do you lose focus when you have an expected answer in your mind?	85	1.51	0.503
<b>4</b>	Do you find it difficult to understand every single word?	85	1.51	0.503
<b>23</b>	Do you have difficulty predicting what will come next?	85	1.51	0.503
<b>9</b>	Do you find it difficult to understand reduced form?	85	1.44	0.499
<b>18</b>	When encountering an unknown word, I stop listening and think about the meaning of the word.	85	1.41	0.495
<b>25</b>	Do you find it difficult to answer questions that require other than short answers?	85	1.40	0.493
<b>16</b>	Do you find it difficult to recognize the signals which indicate that the speaker is moving from one point to another?	85	1.40	0.493
<b>20</b>	When you search for answers and listen to dialogue at the same time, are you unable to concentrate?	85	1.38	0.487
<b>21</b>	Do you lose concentration when you think about the meaning of new words?	85	1.35	0.481
<b>22</b>	Do you find it difficult to recognize the word that you know because of the way the speaker pronounced it?	85	1.33	0.473
<b>5</b>	When spoken text is too long, does it interfere with your listening comprehension?	85	1.33	0.473

<b>6</b>	Do you find it difficult to interpret the meaning of a long-spoken text?	85	1.33	0.473
<b>12</b>	Before doing listening comprehension, Do you fear you cannot understand what you will hear?	85	1.32	0.468
<b>7</b>	Do you feel fatigued and distracted when you listen to a long-spoken text?	85	1.32	0.468
<b>19</b>	Is it difficult to infer the meaning of an unknown word while listening?	85	1.31	0.464
<b>13</b>	Do you feel worried if you don't understand spoken text?	85	1.28	0.453
<b>3</b>	Does listening comprehension have complex grammatical structures?	85	1.26	0.441
<b>14</b>	Do you find the pronunciation familiar, but you cannot recognize the word?	85	1.22	0.419
<b>15</b>	Do you pay attention to the intonation of the speakers?	85	1.18	0.383
<b>8</b>	Do you find it difficult to understand reduced form?	85	1.18	0.383
<b>11</b>	Do you use your own personal experience and background knowledge of the topic to understand the spoken text?	85	1.14	0.350

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The table above shows that the highest listening challenge scores are from item 2 (How is your performance in the EFL classes without audio-visual aids?) with a mean (M= 1.87) and standard deviation (SD= 0.704), meanwhile the lowest listening challenge scores are from items 11 (Do you use your own personal experience and

background knowledge of the topic to understand the spoken text?) with a mean ( $M=1.14$ ;  $SD=0.350$ ). This means that students have more challenges in class when they do not use audio-visual aids.

## **4.2 Discussion**

The highest score from question number 2, with ( $M=1.89$ ), shows that students experience problems when they are not using audio-visual aids in class. In line with the research described by Trisno et al. (2018) and in line with the questionnaire (Diora & Rosa, 2020; Al Jawad, 2021), the results of students experiencing the same problem are that students do not experience significant improvement when they do not use audio-visual tools in class. By using audio-visual tools, students will feel a significant improvement in class.

The lowest score from question 11, with a mean ( $M=1.14$ ), shows that students seldom use their personal experiences to understand the topics they hear. According to Darti and Asmawati (2017), students rarely use their personal experiences to capture the meaning they hear from previous knowledge, which they often use for listening comprehension tasks.

In addition, some statements have similar mean scores, from 26, 17, 4, and 23, with a mean score of 1.51. It implies that students have difficulty hearing, such as the difficulty of listening to English without using a transcript and limited English vocabulary. Secondly, when students listen to English audio, they lose their hearing because they cannot concentrate. When they are given a task, they will answer the question first while the audio continues, and they cannot answer the next question. Third, students tried to understand every word that was conveyed. Students very often experience this difficulty because they have to understand every word they hear; at that time, students will have difficulty understanding the topic being presented. Finally, students have difficulty predicting what will come next. Students experience this

difficulty because they feel anxious or nervous when they listen to the material being presented, and this can interfere with their hearing (Darti & Asmawati, 2017).

Two statements have a similar average score, these are statements number 25 and 16 with a mean score of 1.40. Students have difficulty answering questions with long answers because they lack grammar, and when they answer with long answers, they need much time to translate their answers because they will encounter foreign words that they have not heard. Not only that, but they also have difficulty capturing the lecturer's delivery, which moves from one point to another. According to Jyoti (2020), students feel disturbed when they have to listen to long texts, they feel bored and disturbed by that type of text.

Three statements have a similar average score, these are statements number 22, 5, and 6, with a mean score of 1.33. Furthermore, students have difficulty with long-spoken texts because this makes it difficult for them to concentrate and makes them bored. Not only that, they also have difficulty with the English pronunciation delivered by the speaker. When they hear the speaker deliver material with unclear pronunciation, students have difficulty recognizing the words being conveyed, and they will also have difficulty interpreting the sentence with poor pronunciation. When the speaker reads a long text combined with foreign words, students will find it difficult to understand it. Apart from that, students also find it difficult to read at different speeds and with different accents, and this can confuse them and make them difficult to understand (Hardiyanto et al., 2021.).

Two statements have a similar average score, these are statements number 12 and 7 with a mean score of 1.32. Furthermore, students feel afraid or lack self-confidence because they are embarrassed by their friends around them when they do not understand something they hear. When the speaker delivers long material, students will feel tired because they have been listening to the speaker for too long. This will also make them lose their listening concentration, and they will miss the material being

presented. According to Alzamil (2021), students experience nervousness when listening to English from native English speakers, which becomes an obstacle for students.

Two statements have a similar average score, these are statements number 15 and 8, with a mean score of 1.18. Furthermore, students experience difficulties in terms of grammar structure. Students do not understand the sentence when the speaker conveys material using grammar structures in reduced sentence form due to a lack of learning about sentences in reduced form. This also becomes a difficulty for students when they do not pay attention to the intonation that is conveyed; this is a big problem for most students because they do not listen to intonation well, and most of them do not consider intonation important. According to Dewi (2017), students experience problems with their knowledge of grammatical structures, which can affect their listening skills.

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

This chapter provides a summary of the study based on the previous chapter's research findings and includes suggestions for future research.

#### **5.1 Conclusion**

This research aims to determine the difficulties undergraduate students have in listening. The participants were from the Class of 2020, the English Language Education department at a private university in Indonesia, with a total of 84 students. Based on the results of this research, it can be concluded that students have difficulty listening in class without using audio-visual aids. This can be proven by the data obtained by the researcher from the statement, "How is your performance in the EFL classes without audio-visual aids?" with ( $M= 1.87$ ;  $SD= 0.704$ ). This means that students experience difficulties when in class, they are not assisted by listening tools when learning English. It would be better for all EFL lecturers to use audio-visual aids in learning English. Meanwhile, students rarely use their experiences to understand the topic they hear. The data obtained by the researcher can prove this from the statement, "Do you use your own personal experience and background knowledge of the topic to understand the spoken text?" with ( $M= 1.14$ ;  $SD= 0.350$ ).

#### **5.2 Suggestion**

Based on the topic above, it would be a good idea for further researchers to discuss the difficulties of junior and senior high school students in listening with audio-visual aids because many have discussed research examining undergraduate students. It would be better for future researchers to focus more on discussing the use of audio-visual aids in the classroom because not many researchers have discussed the use of audio-visual aids in the classroom regarding listening skills. With this, researchers will carry out new research breakthroughs in listening skills because listening skills are very

important. After all, students can understand speaking accents, increase vocabulary, increase grammar, and be able to recognize foreign sentences. It also needs to be emphasized that EFL lecturers must use material that is related to students' lives so that students can use personal experience or background knowledge to learn to listen.

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